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ABSTRACT

A study was conducted to provide further evidence that democratic teaching strategies were more effective than indoctrinational strategies to teach work values and attitudes. A literature review provided overwhelming evidence that democratic strategies were much more effective than indoctrinational strategies. However, vocational education instructors were frequently found to use indoctrinational strategies. Subjects were three groups of trade and industrial students. The treatment group (n=63) representing the following occupational areas: automotive technology, computer technology, drafting, electronics, and machine trades was enrolled in an employability skills program at a joint vocational school in northwest Ohio. For approximately 5 weeks, instructors used primarily democratic techniques. Students used the interactive videodisc program, Attributes for Successful Employability. One control group (n=85) comprised of four trade and industrial programs (i.e., automotive body, automotive technology, carpentry, and welding) was taught employability skills in a designated class. Another control group (n=130) consisting of trade and industrial students enrolled in comprehensive high schools did not attend an employability skills class, but were taught work values and attitudes incidentally. The Affective Work Competencies Inventory was administered as a pretest and was to be used as a posttest at the end of the year. The study used a two-part moderately structured schedule to interview selected students. The study found pragmatic and philosophical reasons for using democratic pedagogy: (1) it is more effective in teaching work values and attitudes; (2) it encourages participatory values and attitudes; (3) students learn a process for developing values/attitudes; and (4) it promotes social justice. (Appendixes include a list of 48 references and module 1 from the videodisc program.) (YLB)

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THE IMPACT OF DESIGNED DEMOCRATIC PEDAGOGY ON TRADE AND INDUSTRIAL STUDENTS' WORK VALUES AND ATTITUDES

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THE IMPACT OF DESIGNED DEMOCRATIC PEDAGOGY ON TRADE AND INDUSTRIAL STUDENTS' WORK VALUES AND ATTITUDES

James A. Gregson and Sheila C. Trawinski

Introduction

Much concern has been exhibited in the literature about young people graduating from school without the work values and attitudes necessary to succeed in the world of work (Kazanas, 1978; Luft & Suzuki,1980; Pascarella, 1984; Petty, Kazanas, & Eastman, 1981). Eisenberger (1989), in his book Blue Monday: The Loss of the Work Ethic in America, argued that there are valid reasons for such concern. Eisenberger recognized numerous historical and sociological factors that he believed has contributed to today's workers having "less" of a work ethic than workers of previous generations. Some of the factors that Eisenberger recognized as contributing to a decline of the work ethic include: the development of the assembly line, widespread affluence after World War II, labor unions, Social Security, the promotion of leisure through television and advertising, and the human-potential movement (e. g. , Abraham Maslow's hierarchy --self-actualization).

While much of the public also believes that many of today's workers have "less" of a work ethic than workers of previous generations (Cherrington,1980), Pascarella (1984), Rose (1985), and Schartz and Neikirk (1983) have argued that today's workers have a different work ethic but one that is just as strong. Harpaz (1989) supported this perspective and stated that Americans ranked second among samples of the labor force in seven industrial societies in the

percent who would choose to work even if it were no longer financially necessary. This perspective has also frequently argued that a democratic work organization is more desirable to today's worker and that workers employed in these participatory environments display behaviors indicative of a strong work ethic (Hall, 1987; Jain, 1980; Zuboff, 1983).

Though it is open to debate whether young people entering the work force are more deficient in work values and attitudes than young people of previous generations, contemporary business leaders have nevertheless emphatically requested that educators, specifically vocational educators, emphasize the teaching of work values and attitudes. The rationale seems to be that schools have to assume this burden because so many children are not learning "appropriate" work values and attitudes at home.

In an attempt to respond to industry's request, vocational educators have recently placed forth great efforts to increase and improve work values and attitudes instruction. For example, The National Center for Research in Vocational Education (NCRVE) (1989) produced a competency-based module for developing positive worker behaviors in vocational and technical students. Similarly, the Vocational Industrial Clubs of America's (VICA) Professional Development Program contains numerous learning experiences specifically designed to improve students' work values and attitudes. States too have responded to industry's request. For example, Ohio has recently implemented initiatives so that vocational education would have a comprehensive and coordinated system to develop and reinforce those attitudes and work habits

necessary for worker productivity (Ohio Council on Vocational Education, 1990).

Though there seems to be a consensus among vocational teachers and researchers for the inclusion of affective competencies in the vocational curriculum, there are strong disagreements on how work values and attitudes should be taught (Ballentine, 1983; Miller, Rubin, & Glassford, 1987). The following theoretical framework not only provided the basis for this study, but it also illustrates that arguments on how work values and attitudes should be taught have existed in vocational education for years.

A Theoretical Framework

The Democratic Approach

John Dewey (1916) described his approach to ethical instruction as democratic. Dewey believed that the democratic approach was not only more humanistic, but it would better prepare students to participate in a democracy. He adamantly opposed the use of directive pedagogical techniques because he perceived them to be an attempt to indoctrinate students (Dewey,1897). Dewey (1909) stated that the intent of the democratic approach was to raise student consciousness about values, attitudes, and worker responsibilities. Dewey maintained that the democratic process provided students with the opportunity to alter or affirm their work ethic.

Miller and Coady (1986) stated that an instructor can be democratic by having students make ". . . a choice regarding a particular ethical problem or issue, controversial question, area of

debate, or policy affecting the world of work and to justify that choice through a process of value assessment" (p. 11). Miller and Coady also stated that pedagogical techniques such as role-playing, simulation, problem solving, and group discussion are democratic in nature because they encourage students to explore their attitudes and do not advocate one particular outcome.

The Indoctrinational Approach

Charles Prosser and David Snedden advocated an indoctrinational approach. Casement (1983) defined indoctrination as a process by which students are given information in such a manner that they are discouraged or prevented from questioning its validity. Casement's definition of indoctrination accurately described Prosser and Snedden's approach because they maintained that students could and should learn, without question, the ethical standards of dominant society and the professional ethics of the desired occupational area (Prosser & Allen, 1925; Prosser, 1939; Prosser & Quigley,1949).

Miller and Coady (1983) identified rote learning, lecture, and rigid rules as examples of indoctrinational pedagogical strategies. Bowles and Gintis (1976) and Anyon (1980) , like Dewey and Kohlberg (Mitchell, 1983), argued that such activities as memorization of creeds and pledges are a blatant attempt to indoctrinate students. Purta and Schwille (1983) maintained ". . . no matter how virtuous a trait might appear to be, there is no justification for inculcating it" (p. 103).

The Delivery of Democratic and Indoctrinational Pedagogical Strategies

Though the literature has clearly identified specific pedagogical techniques as being democratic or indoctrinational, it should be recognized that a democratic pedagogical strategy can be used in an authoritative manner and an authoritative strategy can be used in a democratic manner (McGuire,1985). For example, group discussion has a democratic orientation but a teacher can easily dominate and direct the discussion. Similarly, an instructor can use a rigid reward structure but can utilize student input in designing rewards and punishments. Thus to approximate reality in identifying indoctrinational or democratic practices, teacher behavior should be viewed on a continuum rather than being identified totally as one or the other. Nevertheless, McGuire also provided evidence that when a democratic strategy is used in an indoctrinational manner, it becomes much less effective. For example, students are less likely to change an attitude during a rigidly directed group discussion than in an open group discussion. In contrast an indoctrinational technique, such as employing a reward structure, can become more effective when formulated using a democratic process (McGuire, 1985).

Purpose of the Study

Social scientists have provided overwhelming evidence that such democratic pedagogical strategies as simulation, role playing, group discussion, problem solving, and games are much more effective than indoctrinational strategies such as lecture, rote

memorization, and punishment for teaching work values and attitudes (Miller & Coady, 1986; Rosenburg & Turner, 1981, Zimbardo, 1965). However, there is evidence that vocational education instructors frequently use indoctrinational pedagogical strategies to teach work values and attitudes and avoid such pedagogical strategies as role playing and simulation (Gregson, 1991, Work & Ryan, 1975). This study is an attempt to provide further evidence that democratic pedagogical strategies are more effective than indoctrinational strategies to teach work values and attitudes. Consequently, the research questions for this study were:

1. Will vocational students enrolled in an employability skills class, that employs designed democratic learning activities, have a significant measurable improvement in their work values and attitudes?
2. Will vocational students enrolled in an employability skills class, that employs designed democratic learning activities, have a significant increase in desirable work values and attitudes compared to vocational students who are not enrolled in such an employability skills class?
3. Will the instructors and students participating in democratic pedagogical techniques find the designed learning experiences effective and rewarding?

Methodology

Procedures

This study employed a quasi-experimental design as described by Kerlinger (1986) for its quantitative component. The subjects

used in this study consisted of three groups of trade and industrial students. One group of students (X1), the treatment group (n= 63), represented the following occupational areas: automotive technology, computer technology, drafting, electronics, and machine trades. They were enrolled in an employability skills program at a joint vocational school in northwest Ohio. This group of students was taught by an employability skills instructors 45 minutes a day who used primarily democratic pedagogical techniques to teach work values and attitudes. The treatment was imposed for approximately five weeks.

Specifically, the employability instructor who provided the treatment had students use the interactive videodisc program Attributes for Successful Employability (Bloomsburg University, 1990). Attributes for Successful Employability presents dramatizations of typical on-the-job situations (e. g. , angry customers, tardy employees, new trainees, difficult bosses). This interactive videodisc was chosen because it allows students to: (a) explore their feelings, (b) gain insights into their attitudes, values, and behaviors, (c) develop problem-solving skills and attitudes, and (d) explore workplace situations in many different ways. Thus the goal for using this teaching tool was to allow the student to experience, as close as possible, the environment, constraints, and contingencies that the "real" role occupant does. It is for these reasons that Zimbardo (1965) stated that simulation is a most powerful technique for influencing attitudes.

Another reason Attributes for Successful Employability was chosen as a major component of the treatment was because, given

the necessary hardware and instruction, trade and industrial instructors have demonstrated an interest in multi-media materials (Work & Ryan, 1975). Recognizing this interest, and that many trade and industrial instructors employed at joint vocational schools in Ohio have recently started teaching a one hour employability skills class, this study suspected that this interactive videodisc program might be a welcomed resource.

Because it was necessary to involve entire classes in Attributes for Successful Employability, group discussion was used extensively. Hoover (1976) stated that group discussion exemplifies democratic pedagogy because each student can be exposed to several different perspectives. In addition, McGuire (1985) wrote that students who observe simulations can experience attitude change or confirmation through discussion. Miller substantiated McGuire's assertion (1985) and recognized group discussion as the most recommended technique in the educational literature for teaching affective work competencies.

Since problematic work scenes depicted in Attributes for Successful Employability served as the impetus for most of the discussions, problem solving was often times the intent of group discussion. While the format of the interactive videodisc stresses that there are no right or wrong answers, students often discussed options different from what the respective modules provided.

The second group of students (X2) represented one of the control groups (n=85). This group was comprised of four trade and industrial programs (i. e. , automotive body, automotive technology,

carpentry, & welding) and were taught employability skills in a designated class by their respective vocational instructor.

The third group of students (X3), another control group (n=130), consisted of trade and industrial students enrolled in comprehensive high schools located in northwest Ohio. The students did not attend an employability skills class, and thus were taught work values and attitudes primarily incidentally with cognitive and psychomotor skills by their respective vocational instructor. The comprehensive high school students were enrolled in seven different trade and industrial programs (i. e. , automotive body, automotive technology, carpentry, commercial art, cosmetology, electronics & welding).

Treatment

Interactive Video Instruction

Interactive videodisc instruction involves the use of a computer, a laser video disc player and a television monitor. Though an IBM computer with an info-window monitor will run the videodisc player, the researchers preferred to use a Macintosh computer because it allowed for the use of a television monitor that was large enough to be viewed by the entire class. Because the employability instructor of the treatment group was familiar with this advanced technology, no training for its use was necessary. However, it would probably be advantageous for instructors who plan to use this tool to receive some instruction so as to minimize their anxiety about its use.

Attributes for Successful Employability

The interactive video disc series, Attributes for Successful Employability, comprised a major part of the treatment. As with all interactive videodisc software, it created the illusion that actors played out the consequences of decisions made by the students. Specifically, Attributes for Successful Employability, consists of four modules and each module contains four work scenes with practice situations and questions. The work scenes present students with a variety work related decisions. The work scenes, when possible, used actual supervisors and employees who followed established policies and procedures for the organization in which each work scene took place. In the majority of instances, a 45 minute class period was required to view and discuss one work scene. However, when some students had not yet had the opportunity to participate in the discussion, it was resumed the next day. It was found that an entire module should be viewed on consecutive days, especially modules three and four which involve the same characters in every work scene in that module.

The videodisc series was used for five consecutive weeks. The primary reason for this was to keep the research project from being contaminated. In future use, when concern for measuring the treatment's impact no longer exists, the employability instructor decided it would be better to break the viewing periods into modules, interspersed throughout the school year. She recognized that although interactive video is a novel approach that students find captivating, having time between the modules would maximize the students' interest level.

Though students showed great interest in the work scenes, a few did comment that the acting was less than professional. However, it became evident through group discussions that students perceived the work scenes to be believable and relevant to their lives. The students also appreciated the humor expressed in the work scenes. While the students described a couple of work scenes as "corny," they recalled such incidents and characters' behaviors in detail through group discussion. Thus, students may have actually retained more from those scenes they perceived as "corny."

The work scenes exposed students to a large variety of occupational environments. Some students may never have an opportunity to experience a machine shop or a commercial real estate company outside these modules. Initially, concern was expressed about whether students studying one occupational area could relate to another occupational area (e. g. , welding students would not be able to relate to an office simulation). In actuality, situations outside of the student's vocational area caused them to analyze the situation more thoroughly. For example, in one work scene an automotive mechanic needed to decide if he can accept duties outside his normal responsibilities. Because of their vocational knowledge, the automotive technology class needed little discussion and quickly decided to change the water pump. In contrast, the business computer technology students were not familiar with this procedure and discussed every possible consequence before making a decision. Therefore, what was initially thought to be a limitation of the program, actually became an asset.

Group discussion

Though the work scenes depicted in Attributes for Successful Employability captivated the students, the work scenes greatest contribution may have been the impetus they provided for group discussion. In fact, students frequently had insights that were not presented as options in the videodiscs. The more resourceful students, who developed options outside those given in the videodiscs, took great pride in themselves. Their identifying a creative solution to problems that the authors of the system had not written into the script, helped students to accept the fact that problems have many solutions and many different consequences.

Students also used the group discussions to analyze problematic situations in their vocational labs, academic classes and personal work situations in relation to the attributes expressed in a particular work scene. Though it is unknown whether the students will actually adopt a certain behavior or attribute, their comments did suggest that they applied the work scenes and discussions to their own life experiences. For example, Michelle, a computer technology student, stated "...that even though you think you're getting away with something, you're not." While Brett, an auto mechanics student said that the most important thing he learned was to have patience with customers and that the customer was always right.

Students looked forward to participating in the group discussions. For example Jason, a drafting student, commented, "Everyone got to express their feelings toward each scene." and

Tricia, a computer technology student, said "It make me think about things A LOT more!"

Though the intent of the group discussions was to encourage students to vocalize their opinions and beliefs, this free exchange of ideas did lead to a few problems with classroom management. In one class, it was necessary to teach students that participation in a democratic process required respecting the opinions of others, speaking in turn, and avoiding extraneous discussions.

Implementing the Democratic Approach

To help ensure the democratic use of Attributes for Successful Employability, the researchers believed it was necessary to develop an instruction manual that included: prescribed procedures, sample discussion questions, space for anecdotes, competencies that correlated to the Ohio Department of Education initiatives, and additional facts and reminders for instructors who would wish to duplicate this method of instruction. While a comprehensive instructors guide was provided with the video discs, this study was interested in using a more democratic approach. Because many trade and industrial instructors have tended to use an indoctrinational approach to teach work values and attitudes (Gregson, 1991), the researchers thought it was important that this guide encourage democratic instructional strategies. The researchers also developed democratically oriented module tests that assisted students in applying the work values and attitudes they were exposed to in the work scenes to new situations.

Instrumentation

In an attempt to ascertain whether the treatment contributed to a significant increase in desirable work values and attitudes, this study used a revised version of the Affective Work Competencies Inventory (AWCI). A revised AWCI was used for the pretest to assess the degree to which students already possess positive work values and attitudes, and another revised version of the AWCI will be administered for both posttests. The first posttest will be administered immediately following the treatment in an attempt to ascertain the impact of the treatment. The second posttest will be administered at the end of the academic year to assess the extent to which students' work values and attitudes remained stable as measured by the revised AWCI.

The AWCI was developed by a group of experts and administered to a population of 9,000 composed of students, teachers, supervisors and workers (Beach & Kazanas, 1981). The AWCI was found valid through using the Kuder Richardson 20 and the Spearman-Brown Split Half (statistical reliabilities exceeded 0.97). However, through a pilot test, it was determined that its reading level needed to be lowered and that certain phrases had a negative connotation to contemporary trade and industrial students (e. g. , "blow your stack").

The study then used a two-part moderately structured schedule to interview randomly selected students and the instructor of the treatment group to discover which of the pedagogical techniques employed were found to be most effective and rewarding. Part I asked interviewees (participating instructors and

randomly selected students) to describe specific activities included in the treatment that they found most beneficial in teaching work values and attitudes. Part II asked the respondents to describe specific activities included in the treatment that they found not to beneficial in teaching work values and attitudes.

Data Analysis

Analysis of variance (ANOVA), one-way classification, will be the procedure used to test whether the democratic pedagogical approach is a more effective method for teaching work values and attitudes than those methods employed by the two control groups. Consequently, the research design can be visualized as:

Yb	X_1	Ya	Ya	(Experimental)
Yb	~X_2	Ya	Ya	(Control 1)
Yb	~X_3	Ya	Ya	(Control 2)
(pre-test)		(1st posttest)	(2nd posttest)	

Conclusion

There are four reasons that vocational education instructors should use democratic pedagogy in teaching work values and attitudes; three are pragmatic, and the other is philosophical. The first pragmatic reason is that there is evidence to suggest that democratic pedagogy is more effective in teaching work values and attitudes. Interactive video, group discussion, and problem solving requires that the student be active and it pushes students beyond the identification and recall of information. Vocational education has long recognized that active learning is far superior to passive learning.

The second pragmatic reason is that a democratic pedagogy encourages participatory values and attitudes. The literature has provided evidence that work organizations that employ democratic processes or participatory management also increase worker productivity (Hall, 1987; Jain, 1980; Peterson, 1991; Zuboff, 1983). A recent report, America's Choice: high skills or low wages! (National Center on Education and the Economy's Commission on the Skills of the American Workforce, 1990) suggested that, while there is a trend toward companies implementing more participatory management, vocational education needs to teach democratic skills and utilize primarily emancipatory strategies so that future workers will be prepared to participate in, and assist in transforming companies into becoming more democratic. The report suggested that work places must become more democratic or participatory if in the future the United States is remain a competitor in the global labor force.

The third pragmatic reason is that students taught via the democratic approach learn a process for developing work values and attitudes rather than learning specific ones. As a result, they may be better prepared for a rapidly changing work place and for democratic organizational work structures than students taught through an indoctrinational approach (Hurn, 1985; Mason, 1982; Schartz & Neikirk, 1983; Walters, 1975).

The philosophical reason for vocational education programs employing a primarily democratic pedagogy in teaching work values and attitudes is more profound than the pragmatic reasons for it directs action towards the creation of a more just and equitable society, rather than only a more productive workforce. Vocational educators who practice democratic pedagogy would promote social justice through raising students' consciousness about values, attitudes, and worker-management responsibilities (Rehm, 1989). By critically examining practices associated with various occupational groups, students would begin to reflect on their own values, attitudes, and practices. With this knowledge and understanding, students can then join in the struggle of creating a truly democratic society.

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Name_____

Module 1

"You can **depend** on being **tested** while you are in school."

Directions: Circle the letter in front of the **best** answer for each of the following multiple choice items. Each item is worth four (4) points.

1. **Punctuality** means
a. being able to turn easily from one situation, subject, or task to another.
b. promising to perform certain responsibilities properly; keeping promises.
c. promptness; being on time.
d. being tardy.

2. **Overcommitment** means
a. using good judgement and accepting only those jobs that you can finish.
b. not having the proper tools and materials for the job.
c. having agreed to do something when you don't have enough time, skills, or resources to do it properly.
d. making changes in work assignments so as to put high priority projects first.

3. **Teamwork** means
a. developing personal relationships with other workers
b. information or research needed to complete a job or task
c. a number of people acting together to make the work of the group successful.
d. working on your own tasks.

4. **Profit** means
a. the gain from a business; what is left when the cost of goods and of doing business is subtracted from the amount of money taken in.
b. an amount paid for work; salary; compensation.
c. costs of doing business
d. cash

5. **Personal ethics** means
a. joining or associating with a larger company or organization, often as a member or social acquaintance.
b. being sure of yourself and your abilities to do a task or job.
c. a person's standards of right or wrong; a person's beliefs about moral conduct and duty.
d. using any means to get what you want

6. **Dependability** means
a. that you have the ability to perform a specific duty
b. that you are inconsistent
c. that you do what you say you'll do when you say you will do it.
d. that you are not prompt

7. **Flexibility** means
a. you do work by following specific steps
b. that you can adapt to practically any situation
c. that your muscles really stand out when you flex them
d. doing the tasks assigned by your superior

8. **Diligence** means
a. finishing tasks or assignments no matter how hard or boring they are
b. that you love dill pickles
c. that you are a quitter
d. that you accept tasks for which you do not have the required skills

9. **Willingness** means
a. that you attempt something even though it may be challenging.
b. that won't consider a task if it is not part of your regular job.
c. that you are extravagant with your money
d. that you accept tasks for which you do not have the required skills.

10. The ability to **work under pressure** means
a. when the going gets tough you perform your work to the best of your ability.
b. when the going gets tough you slack off
c. you can't handle it when you have a timeline you have to make.
d. you can do your job even when you are ill.

Directions: Answer all of the following questions -- be specific. For example, if you were asked "what would you do?" and you answered that you wanted to "talk to the boss," you would not be specific enough. For the answer to counted as correct, you would need to state what you would say to the boss. Many of the answers will be based on the following attributes:

punctuality	work under pressure	dependability
overcommitment	willingness	personal ethics
teamwork	diligence	
profit	flexibility	

1. When Mr. Draw, a manager for a drafting firm, was interviewing Carol Cad for a job he asked her whether she was ever tardy or absent for school.

a. What attribute(s) do you think Mr. Draw wanted in the employee he was seeking? (3 points)

b. Is there a relationship, statistically speaking, between whether a student is frequently absent or tardy at school and whether that student, as an employee, is frequently absent or tardy at work? (3 points)

c. Why do you think this? (answer in terms of the attribute identified in 1a) (5 points)

2. When Hank Hammer was hired as a carpenter's helper for the summer, the superintendent Mr. Saw had told him that he would probably be helping frame houses most of the time (framing really appealed to Hank because he loved working outdoors and getting a tan). However, for two weeks now Hank had been helping on the interiors of houses, and he really didn't care for it.

a. What would you do if you were Hank? (5 points)

b. If Hank was flexible, what would he do? (5 points)

c. Should Hank be flexible? Support your answer. (5 points)

3. Frank Fender had a job at an auto body repair shop. He loved restoring older classic cars but he was getting tired of his employer, Mike Mustang, always showing him ways that he could better prepare a car before it got painted. It seemed to Frank that Mr. Mustang always wanted the car sanded or straightened more regardless of how much work he had already done to the car.

a. What attribute(s) do you think Mr. Mustang thought Frank lacked? (3 points)

b. Describe what you think Frank should do? (5 points)

4. Samantha Circuit worked as an electrician's apprentice. Samantha knew that she was the company's best and fastest electrician's apprentice. The company she worked for had just recently gotten a large contract with a major builder. The contract had specific time deadlines. As a result, Samantha's supervisor, Bob Breaker, had started putting pressure on her to work smarter and faster so that the company could fulfill its commitment to have the houses wired by a certain date. Samantha resented her supervisor pushing her to get more done. She could talk with her co-workers and complete her work in a timely fashion. Now she got the feeling that someone was always looking over her shoulder to see if she was getting a lot of work done.

a. Can Samantha handle pressure? Support your answer. (4 points)

b. Do you think Samantha's supervisor, Bob Breaker, is putting too much pressure on Samantha? Support your answer. (4 points)

c. What would you do if you were in Samantha's situation? (5 points)

5. Don Die was interested in becoming a machinist. He had taken one year of machine trades and was presently enrolled in the second year. However, recently his grades in applied math had fallen. When Don's instructor, Mr. Thomas Tool, asked Don why his grades had fallen, Don replied "because we are having too much math homework! I don't want to be a mathematician!" Mr. Tool responded to Don by saying that a machinist has to use math skills on an everyday basis and that if Don was going to succeed in the machine trades, he should start studying more math. Don responded to Mr. Tool by saying he had to work practically everyday after school and every the weekend to pay for his new truck so he just didn't have the time to do the math homework.

a. What one word best describes Don? (3 points)

b. Do you think Don will become a successful machinist based upon his present behavior? Support your answer. (5 points)

c. Describe what you might do if you were in Don's shoes. (5 points)

Content

Attribute	**Work Environment**
Module 1 - Dependability	
• attendance	• industrial assembly line
• punctuality	
• flexibility	• gas station/garage
• ability to work under pressure	
• diligence in task performance	• fancy restaurant kitchen
• overcommitment	• real estate development office
• ability to limit commitments	• family restaurant
Module 2 - Quality and Quantity	
• quality and quantity of work produced	• data processing
• accuracy	• machine shop
• making quick, accurate decisions	• unemployment office
• following instructions	• chemical clean room
• attention to detail	
• lab safety	
• organization	• electrician, university campus
• prioritization	
• balancing personal/professional priorities	• clerical office worker
Module 3 - Positive Attitude	
• sense of humor	• supermarket
• positive customer relations	
• proper grooming	
• ability to suggest improvements	• radio station disc jockey
• balancing work and family	
• coping with stress	• city street construction
• persistence	
• positive attitude	• occupation-homemaker
• resourcefulness	
• learning form past failures	• retail store paint department
• practicing positive attitude	
Module 4 - Teamwork	
• proper dress and grooming	• life insurance company
• stereotyping	
• accepting constructive criticism	
• confidentiality	
• honesty	
• integrity	
• trust	
• teamwork	